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## Four Cs Curriculum

### Physical and Emotional Health Curriculum

Section 1: Head

Section 2: Heart

Section 3: Hands



**Knowledge**

**Skills**

**Skills breakdown**

Physical and Emotional Health Curriculum			Section 1: Head			Physical and Emotional Health		
Area of Curriculum	Nursery	Series 1	Series 1	Series 2	Series 3	Series 4	Series 5	Series 6
Head	Learn how to apply your fundamental movement in skills in activities	Learn how to apply your fundamental movement in skills in activities Having the confidence to apply the skills without any support.	More aware of how to apply fundamental movement skills in activities Knowing when and where to apply these skills.	Learn simple tactics that can be applied to games. To be able to recognise which end of the pitch/court they are attacking or defending.	To follow an instruction within attacking and defending. Recognising the difference in practice between attacking and defending.	To understand the different tactics for attacking and defending. To be able to understand when to apply these tactics during a game.	To understand the role in a team. Understanding the importance of what to do during a game.	To understand your role and others role in a team game. To be able to understand why each role is important and how it impacts a game.
			Can make suggestions as to how to improve their own performance. To be able to be self critical.	Can recognise a good performance and use information to make suggestions. Recognising when skills are performed well and using their own knowledge for suggestions.	Can make suggestions on their own performance and compare to others. To be able to self evaluate.	Shows levels of originality, imagination and creativity	Shows good levels of originality, imagination and creativity. To be able to interpret the game in their own way.	Shows very good levels of originality, imagination and creativity
						Make informed choices about engaging in physical activity with support.	Make informed choices about engaging in physical activity with limited support	Make choices about engaging in physical activity To recognise why we participate in physical activity.

Physical and Emotional Health Curriculum			Section 2: Heart			Physical and Emotional Health		
Area of Curriculum	Nursery	Series 1	Series 1	Series 2	Series 3	Series 4	Series 5	Series 6
Heart	Takes part in physical activities.	Takes part in physical activities. To be active and mobile.	Engages in physical activities. To show an enjoyment towards being active.	Work in cooperative activities with others To recognise that teamwork can achieve goals.	Have an interest to a range of competitive activities. To be able understand the outcome of a game.	Have a perseverance to achieve in a range of competitive activities Having the knowledge that working hard has a positive outcome.	Have an enthusiasm to compete in the physical activities. The enjoyment to participate in physical movement	Have a passion for physical activities. To be able to draw on different emotions to help in their own performance.
					You can describe what positive attitude looks like in sport. Drawing from their own experiences of how they interpret positive attitude.	You can demonstrate what positive attitude looks like. To conduct themselves in a way they think is positive.	You can apply what positive attitude looks like in sport.	You can support your team and others with the positive attitude in sport. To be able to recognise that others need encouragement to achieve.
						To lead/organise a team when competing in a game. To be able to recognise a scenario and react to it by modifying the team.	To be part of the modelled sessions for the class - with teacher or peer. To be able to recognise what skills are needed for a particular practice.	To lead a physical activity within the class To be able to collate all skills previously learnt.

Physical and Emotional Health Curriculum			Section 3: Hands			Physical and Emotional Health		
Area of Curriculum	Nursery	Series 1	Series 1	Series 2	Series 3	Series 4	Series 5	Series 6
Hands	Develop fundamental movement skills. Children to work on agility, coordination, balance.	Develop fundamental movement skills. Children to work on agility, coordination, balance.	To become competent and confident with fundamental movement skills. To be able to perform skills without support.	Apply your fundamental movement skills in activities To be able to perform those skills in different physical activities without any subconscious thought.	To acquire new skills well. To be able to understand what is needed to perform skills well.	To refine and master skills. To practice skills. .	To implement skills in game environments. To be able to recognise which skills are needed for each sport	To choose appropriate skills to compete with their peers. To know why they chose the appropriate skill
			Work by yourself and with others with support.	Apply simple tactics for attacking and defending. Knowing when and where to use both sets of skills	Practise a skill in a range of activities to apply them in selected activities.	Practise a skill set and apply them in selected tactics.	To be able to show a clear role in a physical activity and the skills you need.	To be able to adapt your approach to the physical activity to meet the needs of others.
						Work by yourself and with others with guidance or support.	Work for extended periods of time both independently and with others with guidance or support.	Work for extended periods of time both independently and with others with limited guidance and support.